

Sisseton School District Improvement Plan/Progress Report Form

Principle: Principle 1 – General Supervision
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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p>
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<p><u>ARSD 24:05:16:16.01. Paraprofessionals and assistants.</u></p>

<p>Paraprofessionals and assistants who are appropriately trained and supervised in accordance with this section may be used to assist in the provision of special education and related services to children with disabilities under Part B of the Individuals with Disabilities Education Act. At a minimum, the following standards must be met:</p>

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| <ol style="list-style-type: none">1) Paraprofessionals must have a high school diploma or GED;2) Paraprofessionals must work within defined roles and responsibilities as identified by the school district;3) Paraprofessionals must work under the supervision of, and be evaluated by, certified staff; and4) Each school district must describe the training to be provided paraprofessionals in the staff development component of the district's comprehensive plan under 24:05:16:05. |
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<p>Through interview, the monitoring team concluded that staff development activities in the district do not sufficiently prepare staff to implement the requirements under Individuals with Disabilities Education Act. Comments from paraprofessionals, general education teachers and special education teachers include, "no training is available," "did not know about the training until it was over," "no training is offered," "we get some in-service every 3 years," and "training is available for two staff per grade level every other year." Professional staff completed the online training needs assessment but the results were not used as a basis for addressing staff development needs in the district. Paraprofessionals did not know there was a needs assessment available for them to complete. Questions and issues addressed during the review process also substantiate the need for staff training in the area of special education.</p>

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p>
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<p>The district will implement procedures to determine personnel development needs and take appropriate action to meet those identified needs.</p>
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6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
1. Paraprofessionals will be given an in-service at the beginning of each school year, and be evaluated during each school year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? An in-service will be given to all paraprofessionals at the beginning of each school year. What data will be given to SEP to verify this objective? The date of the in-service, the information covered, and the number attending will be submitted to the SEP office.	September 05	Sisseton School District	Met 11/05	
Please explain the data (6 month) Two in-services were given all paraprofessionals in the Sisseton School District. 9/28 and 11/14. Topics covered were working with students with disabilities, doing modifications, and helping with behavior concerns. Following lesson plans, and having a good rapport with students and teachers. All disability categories were gone over and explained as to how a student qualifies, and what supports are needed.				
Please explain the data (12 month)				
2. What will the district do to improve? Each paraprofessional will be evaluated each school year. What data will be given to SEP to verify this objective? The number of paraprofessionals employed by the district will be submitted to the SEP and the number evaluated will be submitted.	April 06	Sisseton Administration	Met 3/06	
Please explain the data (6 month) The school has developed an evaluation form and evaluations will begin in March of 06.				
Please explain the data (12 month)				

Principle: Principle 1 – General Supervision

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD 24:05:17:03 Annual report of children served All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.</p> <p>The monitoring team was unable to validate an IEP was in effect on December 1st, 2003 for two students who were listed on the district's 2003 child count.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will maintain and report accurate child count date.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1. The Sisseton School District will ensure all students on child count will have an active IEP in place 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Staff from Northeast Education Cooperative and the Sisseton School District will review the eligibility of students reported on the December 1st, 2004 child count.</p> <p>What data will be given to SEP to verify this objective? Copies of the IEP cover sheets for each eligible student will be submitted to Special Education Programs office. A brief explanation on any reporting error will be submitted also.</p>	<p>May 05</p>	<p>District Staff NEC Staff</p>	<p>Met 2/03/06</p>	
<p>Please explain the data (6 month) Copies are being sent to the office of SEP on Feb. 3, 2006.</p>				

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Please explain the data (12 month)

Principle: Principle 2 – Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:26 Extended school year authorized

The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE. An IEP pursuant to chapter 24:05:27 shall be developed by the IEP team and implemented with informed parental consent. The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

Through a review of student records the duration of the extended school year program needed by the student was not specified in 6 IEPs. Through interview it was reported that the extended school year (ESY) services in the IEP were completed by the special educator and sent home for the parent to provide consent. Others indicated that ESY services might be provided if the parent wanted it or if the student had missed a lot of school.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide a free appropriate public education to all eligible children with disabilities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. The district will provide extended school year services to eligible children if the IEP team determines on an individual basis that services are necessary for the provision of FAPE.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>1. What will the district do to improve? All students in possible need of extended school year services will have a meeting with the parents to determine the program including duration needed. What data will be given to SEP to verify this objective? NESC will check the number of students receiving ESY. The number of students that had meeting with the parents to determine services will be sent to the SEP. The IEPs will be checked for correct content and the number sent to the SEP.</p>	May 2005	NESC	Met 2/03/06	
<p>Please explain the data (6 month) Nine of nine students have been identified so far this year as needing ESY services. All had meetings to determine services and goals.</p>				

<p>Principle: Principle 3 – Evaluation Procedures</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before: (1) Reviewing existing data as part of an evaluation or reevaluation; or (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children. <u>24:05:25:04 Evaluation procedures</u> School districts shall ensure, at a minimum, that evaluation procedures include the following: (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; Through a review of student records, assessments were administered for ten students that were not included on the prior notice/consent signed by the parents. For example, an adaptive behavior evaluation was administered for a student without parent consent. Behavior evaluations were administered for another student without parent consent. In seven files reviewed, all evaluations on the prior notice were not administered. For example, consent was provided to administer an adaptive behavior evaluation and it was not conducted. Academic tests were to be given for another student and they were not administered.</p>

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child a part of an evaluation or reevaluation.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1. The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Prior notice/consent to evaluate will be acquired from the parents for all evaluations administered and all evaluations on the prior notice will be conducted.</p> <p>What data will be given to SEP to verify this objective? The NESC will check all initial and reevaluation documents occurring during the 6 month reporting period and report the total number of evaluations reviewed and number that were evaluated according to the prior notice/consent.</p>	<p>May 2005 and ongoing</p>	<p>Special Education Staff and NESC</p>	<p>Met 2/03/06</p>	
<p>Please explain the data (6 month) Forty-seven initial and reevaluations have taken place this year. All 47 were evaluated according to the prior notice.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: Principle 3 – Evaluation Procedures</p>
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6 month reporting date 02/03/06 received 02/03/06
12 month reporting date 08/03/06 received 05/02/06
Closed 5/02/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04.02 Determination of needed evaluation data

As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall:

- (1) Review existing evaluation data on the child,
- (2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:
 - (a) Whether the student has a particular category of disability as described in this article;
 - (b) The present levels of performance and educational needs of the student; and
 - (c) Whether the student needs special education and related services.

Through a review of student files, there was no evidence of parent input in the evaluation process for 12 students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation procedures and instruments meet the minimum requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. All evaluations completed on students will have parent input into the evaluation before the evaluation begins.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>1. What will the district do to improve? All District staff will send out a parent input form to acquire parent input before the evaluation begins. When they are returned they will be stapled to the permission to evaluate. If they are not returned documentation will be listed on the permission to evaluate.</p> <p>What data will be given to SEP to verify this objective? The NESC will check all initial and reevaluations occurring during the 6 month reporting period and report the number checked and number that had parent input into the evaluation.</p>	<p>May 2005 and ongoing</p>	<p>Special Education Staff and NESC</p>	<p>Met 2/03/06</p>	
<p>Please explain the data (6 month) Forty-seven files reviewed had parent input or attempted into the evaluation process, and was documented.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: Principle 3 – Evaluation Procedures</p>
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6 month reporting date 02/03/06 received 02/03/06
12 month reporting date 08/03/06 received 05/02/06
Closed 5/02/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues Requiring Immediate Attention

ARSD 24:05:25:06 Reevaluations

ARSD 24:05:22:03 Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

24:05:25:04 Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Through interview and a review of student records, the review team identified the following issues:

1. A reevaluation conducted in January 2005 did not yield information to re-determine eligibility for this student. On the 2003 child count this student was identified as multiply disabled using mental retardation and speech/language impaired as the two disabling conditions. The current multidisciplinary team assessment report for determining eligibility did not contain ability scores from current or previous testing. Achievement testing for eligibility was not conducted. There were no scores reported for the social skills rating scale and the adaptive behavior scores were reported as scaled scores instead on standard scores.
2. The data reported from a December 2003 reevaluation for a student identified on child count as multiply disabled (mental retardation and speech/language impaired) did not yield eligibility scores to support mental retardation.
3. On the 2003 child count, a student was identified as multiply disabled under the two categories of emotionally disturbed and other health impaired. The reevaluation conducted in January of 2005 did not include previous medical, behavior or social evaluations to support continued eligibility under either of the two identified categories. On the 2005 multidisciplinary team assessment report for determining eligibility the team concluded the student was not eligible for special education and placed the student through override procedures. Information contained in the override inferred the students need for assistance in the resource room rather than why the testing was invalid and the need for special education.
4. On the 2003 child count, a tuition student was reported as other health impaired. The May 2003 evaluation conducted by the Browns Valley School District does not include sufficient information to meet South Dakota eligibility criteria. The report stated, "summary of medical diagnosis (documentation is attached to this report)" however no documentation was attached. The student's behavior and social skills were not evaluated. The report also stated, "...need for special education instruction and service is supported by evidence of inadequate academic progress due to excessive absenteeism as verified by attendance records..."
5. An initial evaluation was conducted for a student in February 2005. The student's team meeting was scheduled to occur the day after the onsite visit. The multidisciplinary team assessment report for determining eligibility was completed by the psychologist prior to the team meeting, stating the student was eligible for special education under the categories of emotional disturbance and other health impaired. There were no evaluations conducted to support a category of other health impaired and eligibility must be determined by the students IEP team and not a single evaluator.

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1. The district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Five students will be reevaluated in all areas of suspected disability, and a written report will document all findings.</p> <p>What data will be given to SEP to verify this objective? All five students will be reevaluated and a meeting will be held to determine eligibility. A copy of the report for eligibility will be sent to the SEP on all five students.</p>	<p>May 2005</p>	<p>Special Education Staff and NESC</p>	<p>Met 5/05</p>	
<p>Please explain the data (6 month) The data for these five students was sent to the SEP office in May of 2005.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: Principle 5 – Individual Education Program</p>

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.01. IEP team</u></p> <p>Each school district shall ensure that the IEP team for each student with disabilities includes the following members:</p> <ul style="list-style-type: none"> (1) The parents of the student; (2) At least one regular education teacher of the student if the student is, or may be, participating in the regular education environment; (3) At least one special education teacher of the student or, if appropriate, at least one special education provider of the student; (4) A representative of the school district who: <ul style="list-style-type: none"> (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; (b) Is knowledgeable about the general curriculum; and (c) Is knowledgeable about the availability of resources of the school district; <p>Through a review of student records, the IEP team meetings for seven students did not include an individual who met the requirements as a district representative.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP team is comprised of appropriate team membership and meets all identified responsibilities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p style="color: red;">1. All IEP meeting will have required membership 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>1. What will the district do to improve? The superintendent will assign a designee to attend all IEP meetings, and regular education staff will attend all meetings.</p> <p>What data will be given to SEP to verify this objective? Each special education teacher or speech therapist will keep a record of attendance at all IEP meetings held during the 6 month reporting period and turn in the results to NESC assistant director. The NESC assistant director will report to SEP the total number of meetings held and the total number of team meetings held with the required team membership.</p>	<p>May 2005 and Ongoing</p>	<p>Special Education Staff and NESC</p>	<p>Met 2/03/06</p>	
<p>Please explain the data (6 month) Ninety-five IEP meeting have been held, and 100% had the required membership.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 5 – Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.03. Content of individualized education program</u> Each student's individualized education program shall include:</p> <ul style="list-style-type: none"> (1) A statement of the student's present levels of educational performance, including: <ul style="list-style-type: none"> (a) How the student's disability affects the student's involvement and progress in the general curriculum. (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to: <ul style="list-style-type: none"> (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum. <p>Through a review of 21 student records, present levels of performance did not consistently contain specific skills link to functional evaluation or state the student's involvement/progress in the general curriculum. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "...will complete functional math problems," or "...will read at increasing levels of complexity for various functional purposes."</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. All IEPs will have present levels of performance which shows functional skill based information for programming, including transition, goals and objectives which are measurable for each student.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? All special education staff will have an in-service on ESY, present levels of performance and linking them to functional skill based assessment, and writing goals and objectives.</p> <p>What data will be given to SEP to verify this objective? The date of the in-service and those attending will be submitted to the SEP office.</p>	September 2005	Special Education Staff and NESC	Met 9/05	
<p>Please explain the data (6 month) All special education teachers attended an in-service through NESC on 9-8 or 9-13. ESY, present levels of performance, evaluations, LRE, behaviors, and all content of IEP were discussed including transition.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Present levels of performance will contain specific functional skills for development of goals and objectives. All Present levels will state how the disability affects the student's involvement in the regular education classroom setting. What data will be given to SEP to verify this objective? NESC will check 50% of the IEPs written during the 6 month reporting period and report the total number reviewed, the number containing skill specific present levels linking to functional assessment and how the disability affects the student's involvement in the regular education classroom.</p>	September 05 and ongoing	Special Education Staff and NESC	Met 5/02/06	

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Please explain the data (6 month) Sixty files were checked by NESC, and forty-eight contained skill specific present levels linking to the functional assessments.				
Please explain the data (12 month) Thirty nine files were checked by NESC, and 100% contained skill specific present levels linking to the functional assessment.				
3. What will the district do to improve? All annual goals and objectives will be skill specific and measurable in a one year time frame. They will include all areas of disability. What data will be given to SEP to verify this objective? The NESC will check 50% of all IEPs developed during the 6 month reporting period and report to SEP the total number of IEPs reviewed and the number of IEPs with goals and objectives which meet the criteria.	September 05 and ongoing	Special Education Staff and NESC	Met 5/02/06	
Please explain the data (6 month) Sixty files were reviewed and fifty-two contained goals that met the criteria.				
Please explain the data (12 month) Thirty nine files were reviewed and thirty nine contained goals that had all the criteria. Performance, condition and criteria.				

Principle: 5 – Individual Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.03. Content of individualized education program</u> Each student's individualized education program shall include: (4) An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.</p> <p>Through a review of eight student records, the justification for placement did not include an explanation of the extent to which the student will not participate with non-disabled peers in the general classroom. For example, the justification statement for a student who goes to the resource room for 45 minutes daily states, "general education with modifications provides (student) with enough direct skills instruction at her level. (Student) is able to interact with her peers and adults enough to participate in the regular education classes. (Student) requires consistent interaction with peers to maintain positive social skills."</p>

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 1. All justification for placement statements will describe the student's instructional needs resulting in their removal from their peers.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All justification statements will be written to describe why instructional cannot occur in the regular classroom setting. What data will be given to SEP to verify this objective? NESC will check 50% of all IEPs developed during the 6 month reporting period and report the total number reviewed and the number of justification statement that describes the student's instructional needs that resulted in the placement decision.	May 2005 and Ongoing	Special Education Staff and NESC.	Met 2/03/06	
Please explain the data (6 month) Sixty out of sixty files checked described the student's instructional needs for LRE.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.02 Development, review, and revision of individualized education program</u> In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior. Through interview and a review of student files, the IEPs for six student indicated the student's behavior impeded learning. Strategies to appropriately address the behavior, including positive behavioral intervention and supports were not developed for these students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 1. Behaviors having been documented through the evaluation procedure will be addressed in the present levels of performance and addressed through written goals and/or documented through the consideration of special factors.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? An in-service will be held for all staff on documentation of attention and behavior concerns in the classroom. What data will be given to SEP to verify this objective? The in-service date, number of staff attending and agenda will be sent to the SEP.</p>	<p>September 05</p>	<p>NESC</p>	<p>Met 9/05</p>	

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Please explain the data (6 month) The in-service was held in September, and all special education staff attended. Discussions were held on what constitutes behavior to impede learning in the classroom. Examples were given and discussed.				
Please explain the data (12 month)				
2. What will the district do to improve? Students whose evaluations indicate attention/behavior disorders will be addressed in the present levels of performance, goals and the section provided for documenting how behavior impedes learning. What data will be given to SEP to verify this objective? Fifty percent of student IEPs with behavior concerns will be checked by NESC. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately within the IEP will be submitted to the SEP.	May 2005 and ongoing	Special Education Staff and NESC	Met 2/03/06	
Please explain the data (6 month) Twenty students with behavior concerns were checked and 100% had appropriately addressed the behaviors and strategies to help the students.				
Please explain the data (12 month)				

Principle: 6 – Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:28:03 Factors in determining placements

Each school district shall establish and implement procedures which ensure that the following factors are addressed in determining placements:

- (1) Each child's educational placement must be individually determined at least annually and must be based on the child's individual education program;
- (2) Provisions are made for appropriate classroom or alternative settings necessary to implement a child's individual education program;
- (3) Unless a child's individual education plan requires some other arrangement, the child shall be educated in the school which that child would normally attend if not disabled. Other placement shall be as close as possible to the child's home;
- (4) Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services which that child needs; and
- (5) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

ARSD 24:05:27:01.03. Content of individualized education program

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:
 - (a) To advance appropriately toward attaining the annual goals;
 - (b) To be involved and progress in the general curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
 - (c) To be educated and participate with other students with disabilities and non-disabled students in the activities described in this section.
- (4) An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.

The monitoring team identified concerns regarding the implementation of modification in the regular classroom and how services are provided to students with disabilities. Through interview and a review of records, the IEP for one student stated they would be placed in the resource room for 30 hours per week. She was to be with her peers for art and meals. However, this student was remaining in the resource room every day, all day. Another student IEP stated they were to be in the resource room 17.5 hours per week. This student has only been in the resource room 3 times this year. There were reports of students who are sent to the resource room to complete their homework, rather than implement the modification in the regular classroom setting per the IEP. At the middle school, general educators supposedly receive information regarding IEP modification at their grade level meeting, however, these meetings are not held consistently and the special education staff is not routinely in attendance. It was also reported that copies of IEP goals and modifications given to general educators have been returned to the special educator. In an interview with general educators, they could not answer the question, "what is concrete positive reinforcement".

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures all children receive services in the least restrictive environment with the supports they need for their successful participation.</p> <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1. All students will receive modifications listed on their IEPs in the least restrictive environment.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? All staff will be in-serviced on modifications in the regular education setting, and strategies to implement the modifications. What data will be given to SEP to verify this objective? The date of the in-service and the number attending will be given to the SEP</p>	<p>September 05</p>	<p>Sisseton School District</p>	<p>Met 8/05</p>	
<p>Please explain the data (6 month) Chris Sargent gave an in-service in August 2005 to all staff in the Sisseton School District on modifications.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? All teachers will be given copies of modifications, goals and objectives for students in their classrooms to be implemented by the regular education staff. What data will be given to SEP to verify this objective? The number of students on active IEPs and the number of staff given modifications, goals and objectives will be sent to the SEP.</p>	<p>September 05 ongoing</p>	<p>Special Education Staff</p>	<p>Met 2/03/06</p>	

6 month reporting date 02/03/06 received 02/03/06
 12 month reporting date 08/03/06 received 05/02/06
 Closed 5/02/06

Please explain the data (6 month) There are 256 students on the child count as of Feb. 06. Ninety-six teachers have been given modifications goals and objectives to be implemented in the regular classroom setting. They are given the same information after each IEP and at the beginning of the school year.				
Please explain the data (12 month)				
3. What will the district do to improve? Resource room teachers and principals will continually monitor classrooms to ensure modifications are implemented as stated on the IEP in the regular education classroom. What data will be given to SEP to verify this objective? The number of teachers monitored and the number implementing the modifications will be sent to the SEP office.	September 05 and ongoing	Principals and Special Education Staff	Met 5/02/06	
Please explain the data (6 month) All teachers are now implementing modifications for students as per their IEPs, except at the high school level there are three teachers not completing modifications. One teacher deducts a student's grade if there is any assistance, and refuses for them to use calculators when it is listed on the IEP. Other teachers will not use word banks, or limit choices when it is stated on the IEP.				
Please explain the data (12 month) The three previous teachers at the high school are now completing modifications with the help of the resource room teachers. They continue to be monitored by the principal. They have gotten much better, but there is still need for improvement.				